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ABSTRACT

The 68 journal articles, books, and ERIC documents described in this annotated bibliography cover all aspects of the topic of lecturing, from general considerations on the methodology and effectiveness of lecturing to specific advice on how to lecture and the results of research studies on lecturing's effect and usefulness. Besides summarizing the content of the entries, the individual annotations also comment on the quality and usefulness of each work. (JL)

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ON LECTURING:

A SELECTED BIBLIOGRAPHY

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On Lecturing: A Selected Bibliography

Allen, R. R. and S. Clay Willmington. Speech Communication in the Secondary School. Boston: Allyn and Bacon, 1972.

In their chapter, "Instructional Strategies: Large Group Transactions," (pp. 126-142) they discuss the nature and purpose of the lecture, criticisms of the lecture method, and guidelines to effective lecturing. They devote five pages to the lecture in this chapter, six to class discussions, and the remaining five to audio-visual aids to instruction. Useful but basic information.

Bentley, Donna Anderson. "More Ammunition for the Note-Taking Feud: The 'Spaced Lecture.'" Improving College and University Teaching, 29 (1981), 85-87.

Bentley traces the note-taking feud (whether to take notes or not) from its beginning. From this research, she contends that simultaneous listening to a lecture and the transcribing of notes may interfere with internal processing. She does not support the "spaced lecture" as a remedy; she suggests that some activity such as note taking while listening or looking at an outline appears advantageous. The reasons for the seeming contradiction in research results is the many potential variables involved in note taking; she outlines some of these. Excellent article, references, and suggestions for future research.

----------, and H. Barker Blount. Testing the Spaced Lecture for the College Classroom. May, 1980. 23pp. ERIC Document 188 559.

Bentley and Blount test the efficacy of the "spaced lecture." Their findings reveal that either note-taking or an outline is essential to recall, regardless of material presentation by the teacher. They conclude that note taking and outline serve as processing strategies. They suggest a number of areas for further study.

Bernier, Charles, L. "The Lecture," in "The Invisible College," Jane Robbins (ED), Journal of Education for Librarianship, 18(1978), 234-239.

Lecturing as a method of teaching is discussed generally, pointing out that the advantages of lecturing that hold for the lecturer may not hold for the students. The author offers alternatives to the formal lecture as well as ways of improving the educational environment surrounding the lecture. These are: (1) setting goals for the course; (2) placing initiative in the hands of the students; (3) making typed copies of lectures or lecture summaries for the students; (4) assigning relevant reading material; (5) making important or unresolved question student assignments; and (6) interesting students by initiative, interaction, and variety. (239)

Binyon, Michael. "Lectures for Neurotics and Extroverts." (London) The Times Educational Supplement (July 17, 1970), 5.

Binyon reports findings discovered by Dr. Alan Smithers, senior lecturer in research in education, Bradford University. Students attached greatest importance to the lecturer knowing his subject and being able to expound on it lucidly. They also wanted lectures to be given an obvious structure and set in an appropriate context. They also want to be able to discuss points in the lecture afterwards. Neurotics and extroverts have different expectations. Also, dogmatic students get less out of lectures, attempt to ward off worry by close-minded behavior, have difficulty receiving new ideas, and perceive a good deal of irrelevance in what others say. Dogmatic students want to clear goals, no deviation from them, and support from whatever aids are necessary to put ideas across. Smithers conclusion is that most students hold similar standards for lectures.

Birkel, Lane F. "The Lecture Method: Villain or Victim?" Peabody Journal of Education 50 (1973), 298-301.

Birkel lists six of the major criticisms (from a survey he conducted) of the lecture method. He then analyzes each of these in the process of evaluating the lectures as an instructional method. Many of the criticisms, Birkel concludes, result from misuse of the method by the instructor. He provides suggestions for the positive use of the process and leaves the reader with the final comment, "But when properly used, it [the lecture] exceeds other tools designed for different purposes."

Bowman, James S. "The Lecture-Discussion Format Revisited." Improving College and University Teaching, 27 (1979), 25-27.

Bowman contends that the effective use of the lecture method can be enhanced by a three-pronged strategy including careful organization of the course material, student interaction in lecture, and discussion section activities. Because he feels that "personal chemistry" is important in the educational process, Bowman outlines techniques that might facilitate learning during the class period: casual interaction, extemporaneous speaking, awareness of student attention spans, and small-group discussions at the end of lectures.

Brown, Don W. "There's Madness in Our Method." Clearing House, 42 (1968), 341-44.

Brown suggests that there is methodological madness in the teaching profession, and he wishes to replace such "madness" with logic, design, and perspective. Although he touches on the lecture as a method near the end of the article, his main thrust in this piece is to offer a rationale for the use of whatever method we select: 1) it must be best for the greatest number, 2) it must not be used in total isolation or to the exclusion of other

methods, 3) it must be understood and accepted by the learner, and 4) it must be effectively used (proficiency and competence) by the instructor who chooses it.

Brown, G. A. and J. M. Daines. "Can Explaining Be Learnt? Some Lecturers' Views," Higher Education, 10 (1981), 573-580.

Ninety-three lecturers were asked to respond to a questionnaire which sought to assess the value and learnability of explaining, based on previous research. Forty items were rated from most to least valuable, most to least learnable. The following were listed as the most valuable (574): clarity, interest, logical organization, selection of appropriate content, elicit responses from students, focus attention upon important points, relevance to students, examples, use of diagrams and illustrations, and enthusiasm. The least valuable: metaphors, loose structure, short sentences, explaining links, direct speech, highly structured, analogies, amount of material to be covered, and length. The most learnable: use of diagrams and illustrations, use of variety of materials, examples, selection of appropriate content, summarizing, focus attention on important points, set stage for explanations, appropriate vocabulary, and repetition of main points. The most difficult to learn: style, enthusiasm, verbal fluency, metaphors, explaining links, flexibility, loosely structured, eliminating digressions, and interest.

Canter, Francis and Judith Gallatin. "Lecture versus Discussion as Related to Students' Personality Factors." Improving College and University Teaching, 22 (1974), 111-112 and 116.

This study examines student preferences for the lecture or discussion approach under conditions where no achievement test or grading is involved and where the subject matter is something on which the student has personal knowledge and interest. They find no support for the idea that authoritarian or dogmatic personalities will prefer lecture to discussion methods. Neither do they find support for the concept that discussion methods will regularly be preferred over lecture methods. Most students, the authors state, say they prefer discussions to lectures, but when actually given the opportunity to compare the two, they do not necessarily respond more favorably to the discussion then the lecture.

Collingwood, Vaughn and David C. Hughes. "Effects of Three Types of University Lecture Notes on Student Achievement." Journal of Educational Psychology, 70 (1978), 175-179.

An experiment was performed to examine the use of three different kinds of lecture notes by the students. The three types were 1) duplicates of the lecturer's detailed notes; 2) more abbreviated outline of the lecturer's notes, emphasizing key points, diagrams, and tables, and 3) the student's own notes

entirely. Preference of notes-type was both pre and post tested. The analysis of achievement scores indicates that all groups performed better when given some form of lecture notes. The authors conclude that the efficiency of lectures can be improved by distributing some form of lecture notes.

Cooper, B. and J. M. Foy. "Evaluating the Effectiveness of Lectures." Universities Quarterly, 22 (1967), 182-85.

What are ideal lecturer's characteristics? The authors provide a list of forty-three statements descriptive of characteristics which a lecturer might possibly exhibit with respect to organization and presentation of his material, his general personality, and the relationships established with his class. Top five characteristics include: 1) presents his material clearly and logically; 2) enables the student to understand the basic principles of the subject; 3) can be clearly heard; 4) makes his material intelligibly meaningful; and 5) adequately covers the ground in the lecture course.

Cooper, Pamela J. Speech Communication for the Classroom Teacher. Dubuque, Iowa: Gorsuch Scarisbrick Publishers, 1981.

In her section on lecturing (pp. 83-104), Cooper discusses advantages and disadvantages of the method, when the method is appropriate, how to prepare a lecture, uses of visual aids, how to involve students, the need for dynamism and enthusiasm, organizing lectures, types of delivery, what effective delivery means, and the need for practice. Her's is a practical section on effective speech-making.

Davis, Robert J. "Secrets of Master Lectures." Improving College and University Teaching, 13 (1965), 150-51.

Essentially, Davis, after attending lectures delivered by three "outstanding" professors, discovers that effective lecturers are interesting and stimulating because they set attainable goals and because what they say is buttressed and repeated by pointed examples. They succeed because they know exactly what they can handle well in a class period and they use many verbal illustrations to help listeners relate their knowledge or experience to the new information.

Dedmon, Donald N. "Lecturing As Oral Communication." Central States Speech Journal, 19 (1968), 188-195.

Dedmon describes some of the more obvious problems with the classroom lecture as a form of meaningful oral communication. He suggests that administrators should not assume that the ability to lecture is a natural,

unavoidable accompaniment of the acquisition of knowledge; that the word "lecture" is now no longer serviceable; that the settings for lectures block oral communication; that the lecture is seldom regarded as a speech; that the lecturer fails to create a dialogue with his or her listeners; and that lecturers let their props do the work for them. Dedmon's solutions are reversals of the problems above. He concludes by saying lecturers must make exacting preparation, including attention to delivery as well as concern for ideas.

Eble, Kenneth E. The Craft of Teaching. San Fancisco: Jossey-Bass Publishers, 1977.

In his chapter on "The Lecture as Discourse," (pp. 42-53) Eble presents an articulate, well-reasoned essay that is both thought-provoking and challenging. Practical advice is not as plentiful here as in other works, but the author includes material on student expectations, preparation, organization, and characteristics that distinguish badness in a lecture. He concludes this brief essay with a list of eight points that Eble feels are the ones he thinks are most important to lecturing well.

Ellis, H. P. and A. D. Jones. "Anxiety About Lecturing." Universities Quarterly, 29 (1974), 91-95.

Ellis and Jones outline the four aspects of the lecture that are most anxiety-provoking for lecturers: 1) public-speaking ability, 2) creating and maintaining student interest. 3) lack of social interaction, and 4) the risk of nervous prostration. These translate into factors of delivery, content, social factors, and personal factors. They discuss lecturing elements within each of these categories and then present the various sources for potential anxiety. The final section offers ways lecturers cope with their anxiety: the anxiety that derives from the role situation of being a lecturer. For lecturers, their ways of coping will appear surprisingly, but unfortunately, accurate.

Goffman, Erving. Forms of Talk. Philadelphia: University of Pennsylvania Press, 1981.

In Chapter 4, "The Lecture" (pp. 160-95), Goffman presents a paper originally presented as the Katz-Newcomb Memorial Lecture, University of Michigan, 1976. Much of the material here is obvious and requires no special perspective. Perhaps, his most interesting section is when he considers the mutiple senses in which the self of the speaker can appear: multiple self-implicatory projections. He discusses four alternate footings: keyed passages, text brackets, parenthetical remarks, and location. His section on "noise" is especially lengthy. He concludes this esoteric gibberish with material on the differences between written prose and spoken prose and a

section on what unique things a speaker brings to the podium, especially that speaker's picture of the structure of the world.

Goswick, R. A. and others. Evaluation of Peer Discussion as an Alternative to Lecture in the Teaching of Introductory Psychology. 1981. ERIC Document 203 786.

This study examines the effects of different teaching methods (discussion-experimental and lecture-control) on course effectiveness and popularity with the students. Four instructors were each assigned to teach one of each of the two methods. Results revealed that for two of the instructors, the lecture method was more popular. For the third instructor, the lecture method was more positively rated, though the students in the experimental section reported more group discussion. Ratings for the fourth instructor favored the experimental-discussion method of teaching. The authors suggest that preference for a given method is highly dependent on the particular instructor.

Grobe, Robert P., Timothy J. Pettibone, and David W. Martin. "Effects of Lecturer Pace on Noise Level in a University Classroom." The Journal of Educational Research, 67 (1973), 73-75.

The authors furnish evidence that a relationship exists between instructional pace and student-generated noise. Slow lecturer pace bores students; a fast pace may lose students. A moderate pace maximizes student attention and minimizes student-generated noise. For lecturers, the authors conclude, erring on the side of slowness would be more appropriate than fastness. They also state that student-generated classroom noise can be controlled.

Gruner, Charles R. and Dwight L. Freshley. Retention of Lecture Items Reinforced with Humorous and Non-Humorous Exemplary Material. November 13-16, 1979. ERIC Document 193 725. 9 p.

College students in nine intact beginning speech classes were subjects for a study testing the effects of humor in a lecture on student recall. The lecture was audiotaped once with humorous illustrations of eight lecture points, once with non-humorous illustrations, and once with no amplification. The humorous lecture was perceived as more humorous than the non-humorous version, but no difference in recall among the three conditions was found for either immediate or delayed recall.

Guide to Effective Teaching. New York: Change Magazine Press, 1978.

Part I, "The Lecture," (pp. 8-23) consists of nine brief essays. These readings have been written by professors--experienced lecturers, one would think. Although interesting and practical, the material here tends to be arm-chair advice that is challenging and useful, but not grounded upon any tested, experimental or theoretical base. It appears reasonable and thoughtfully considered. In these readings, then, one gets a recitation of a wide variety of practical teaching approaches that have worked in a particular set of academic circumstances at a particular time and place.

Hamagli, Howard J. and Gordon E. Greenwood, The Doctor Fox Effect: A Paired Comparison of Lecturer Expressiveness and Lecture Content. 1980. ERIC Document 187 179. 21 pp.

This study sought to discover the degree of influence of the Dr. Fox effect on students when asked to compare lectures of varying degree lecturer expressiveness and lecture content. The results of the study indicate that expressiveness may be the primary influence on students' rating of instructors, with the students showing an inability to distinguish levels of content between lectures. The author says that these results "raise serious questions" about the sole use of student rating forms to assess a faculty member's ability.

Henson, Kenneth T. "What's the Use of Lecturing?" The High School Journal, 64 (1980), 115-118.

In this paper, research on lecturing is critically examined and possible ways of improving the lecture are explored. Henson says that the lecture is superior for some objectives, inferior for others. The lecture is found to be extremely effective in introducing a unit, building a frame of reference, demonstrating models, clarifying confusing matters, setting atmosphere, introducing and summarizing the major concepts. Henson offers a list for improving the lecture (117): 1. organization is vital. 2. stick to a limited number of concepts. 3. limit time. 4. use humor. 5. avoid tangents. 5. watch your language. 6. listen to yourself. Henson also suggests that the lecture method should be blended with other methods of instruction to produce more effective modes of learning.

Herold, Edward S. "Televised Lectures: Attitudes of Students and Faculty." Improving College and University Teaching, 25 (1977), 16-17.

Major variables influencing student and faculty attitudes toward televised lectures are discussed here. Studies are cited which reveal a student preference for televised lectures when class size is very large. Convenience of viewing was also noted as a consideration in choosing a

televised lecture class. Also, certain classes seem to lend themselves better to television viewing than others. Another study cited suggested that students become less negative toward televised lecture classes the more familiar they become with it. Acceptance and support of the televised-lecture class by the faculty was listed as the "essential factor" in its success or failure with the students.

Herrmann, Thom and Peter Leppmann. PSI: Personalized for Whom? 1981. ERIC Document 210 575.

The personalized system of instruction (PSI) has been popular in the past decade. Barely, though, have students' study habits or preferences been taken into account. A study was performed on 762 students in an introductory course in psychology that would test these variables. Students enrolled in either PSI sections or in lecture/seminar sections according to their preference. Analyses were performed to determine the variations in study patterns amongst well-performing PSI students and lecture/seminar students. Successful PSI students were "orderly, systematic hard workers who emphasized the printed word," whereas the successful lecture/seminar students studied differently for the test, needed more aid organizing and studying for tests, and were as concerned with the spoken word as the written word. The authors conclude that the PSI method is personalized for some, but not all, students.

Holcomb, J. David and Donald T. Frazier. "Improving Lectures by Videotape Self-Confrontation." Improving College and University Teaching, 20 (1972), 340-41.

The authors report on a videotape project that allowed participating faculty (8) to see how they could improve their teaching and how television can help them become more effective instructors. They present eight questions to which lecturers sought answers, some comments on the project, student responses to the project, and a brief final comment on the positive effects of the project.

Kaplan, Robert M. and Gregory C. Pascoe. "Humorous Lectures and Humorous Examples: Some Effects Upon Comprehension and Retention." Journal of Educational Psychology, 69 (1977), 61-65.

A study was undertaken to explore the effects of different types of humor presented in lectures on learning. The three types of humor tested were (1) directly related to the concepts of the lecture, (2) unrelated to the concepts of the lecture, and (3) a combination of the above forms of humor. One serious version of the lecture was also given. The results suggest that overall test scores were not improved by using humor in the lecture, but that recall may be improved for test items based on the humorous examples.

Kelly, Brenda Wright and Janis Holmes. "The Guided Lecture Procedure." Journal of Reading, 22 (1979), 602-4.

This lecture alternative is based on the assumption that students have difficulty listening, thinking, synthesizing, and recording accurate lecture notes all at the same time. The procedure suggests that students refrain from taking notes during lecture but, instead, engage in an intensive listening and thinking process. After 30 minutes of lecture, students write down all recalled lecture information. The lecturer takes five minutes to help them further peruse the information, then students work in small groups to recapitulate the lecture and actually prepare their lecture notes. Sometime that same day they are also encouraged to reflect on the lecture content. This procedure requires careful planning and organization.

Kintsch, Walter and Elizabeth Gates. "Recognition Memory for Statements From a Classroom Lecture." Journal of Experimental Psychology, 3 (1977), 150-59.

Two experiments were performed by the researchers to test the recognition memory of students for three types of statements in a lecture. The three types of statements were: topic statements, details, and extraneous remarks such as jokes and announcements. Verbatim memory was then tested at two- and five-day intervals. Between the two- and five-day interval, verbatim memory was greatly reduced. Other findings include the fact that in both studies, extraneous remarks were remembered the best, and no differences were found in memory between topic statements and detail statements.

Klopf, Donald and Ronald E. Cambra. Speaking Skills for Prospective Teachers. Englewood, Colorado: Morton Publishing Company, 1983.

The authors discuss "Classroom Lecturing" in Chapter 13 (pp. 305-328). In this college text the authors explain preparing and designing lectures in six steps, and then presenting the lecture by including considerations lecturers must make concerning voice, face, movement and stillness, and silence. It is a well-written chapter specifically designed for future classroom teachers.

Kourilsky, Marylin. "The Anatomy of a Dead Lecture." Clearing House, 45 (1971), 20-26.

In this article, the author provides a communication model describing the components of a lecture: the lecturer as sender, the lecture as message, and the audience as receiver. She then goes on to point out where problems can arise in transmitting the message to the receiver (delivery, digressions, purpose, language, level of abstraction, type of listening, concentration span, listener perception of the physical and emotional environment). Remedies are then offered for breakdowns in communication in the lecture:

the lecturer must become aware of the image he or she conveys, and must work to improve his or her delivery skills. The lecturer can also help by more skillfully employing the digressions, alleviating ambiguity where ever necessary, and increasing the number of examples. The lecturer should also repeat major ideas, frequently summarize, and change the activity from time to time.

Kyle, Bruce. "In Defense of the Lecture." Improving College and University Teaching, 20 (1972), 325.

Kyle suggests that what is at fault with the lecture technique is not the method but the means. The professor who is a poor speaker or disorganized in his own thinking naturally prefers an informal discussion or recitation to the task of preparing a series of lectures. Kyle notes in this short article that when the lecture method is criticized, it is often by a person who is a poor lecturer. He says what is needed to electrify audiences is hours of research, organization, and practice.

Lawson-Smith, Cecily. The Lecture--A Vital Component of University Life: A Guide to Assist Faculty. 1978. ERIC Document 202 256. 28 pp.

From interviews with six professors, considered to be the best lecturers on campus (McGill University), revealed what they considered to be the major factors involved in lecturing. Among their major points was the need for thorough preparation, the importance of good examples, the need for variety and a sense of humor, and the importance of demonstrating a concern for the students and a love for teaching.

Masquad, M. "Effects of Personal Lecture Notes and Teacher-Notes on Recall of University Students." British Journal of Educational Psychology, 50 (1980), 289-294.

Two experiments were conducted to study the effects of different strategies of note-taking on both immediate and delayed recall of lecture material. Lecture notes were collected following the lecture to distinguish between brief and detailed note-takers. Students were also split by their score of the Mill Hill Vocabulary scale. The three independent variables were: note-taking, strategy of note-taking, and verbal ability. The subjects were then tested by asking them to write as much of the lecture as they could recall. The results of the first experiment are as follows (291): "It can be interpreted that note-taking and high verbal ability have facilitative effects on immediate recall. The strategy of note-taking and different conditions of lecture review, immediately before the free recall test. The four review conditions were: 1) personal notes only, 2) personal notes plus teacher's handout, 3) teacher's handout only, 4) entirely from memory. (293) "Personal notes plus teacher's handouts" yielded the best results on the delayed recall test, administered seven days later.

McFarland, Gerald W. "Are Lecture Courses Necessary?" The Social Studies, 60 (1969), 65-69.

McFarland offers an alternative to the formal, traditional lecturing process. He conducts every class meeting as a discussion and turns to somewhat unorthodox sources for assignments: reading assignments from contemporary biography, microfilm, and books from the period being studied. Combinations of work projects with mimeographed handouts were used. Articles by historians with contrasting views served as the basis for short "position" papers. Small discussion groups were also utilized. McFarland, following Carl Rogers in On Becoming a Person, presents an historian's guide to student-centered teaching. His approach, he says, offers an attractive way to give students a sense of disciplined inquiry by involving them in it experientially.

McKeachie, Wilbert J. Teaching Tips: A Guidebook for the Beginning College Teacher. Lexington, Mass.: D. C. Heath and Company, 1978.

In Chapter 4, "Lecturing" (pp. 22-34), McKeachie reviews the special techniques favored by lecture committees. He suggests that if there is any teacher characteristic related to learning, it is enthusiasm. In this well-documented chapter, McKeachie covers lecture organization, theoretical notes, research on lecture vs. discussion, distribution of lecture and discussion time, the lecturer versus automation and methods of lecturing. Although brief, this is a useful, comprehensive review of the subject.

McLeish, John. "The Lecture Method." The Psychology of Teaching Methods: The Seventy-Fifth Yearbook of the National Society for the Study of Education. Part I. Ed. N. L. Gage. Chicago: The University of Chicago Press, 1976, pp. 252-299.

McLeish begins by providing a brief history of the lecture. His following sections in this lengthy piece include attacks on the system, attack and defense, generalized suggestions for improvement, systematic experiments on the method, students' attitudes toward the method, and finally, a section on improving the lecture. McLeish supports the need for a diversification of activities so that it ceases to be an uninterrupted discourse by one person, performed face-to-face with a passive audience. McLeish concludes by saying that the best way to improve the lecture is to convert it into a step-by-step presentation with perhaps half-a-dozen intervals of recapitulation and informal testing of the students' assimilation and ability to apply the materials presented.

McMann, Francis, Jr. "In Defense of Lecture." The Social Studies, 70 (1979), 270-274.

This article offers ways in which the lecture method can be improved through extensive planning and preparation. The three strategies offered

are (270): (1) development of rationales and criteria for lecture use, (2) identification of behavioral objectives and of sophisticated taxomony levels to be assimilated intc the lecture, (3) development of guidelines for the implementation of the lecture. The author also insists that the lecture should provide new or supplemental material, never repeat material from the text, and the students must always be aware of the lecturer's goals and logic.

Mellon, Edward K. "Lecture Revisited." Journal of Chemical Education, 25 (1973), 530-31.

Mellon contends that the function that lecture can serve best is the presentation of exciting material in an infomal fashion to students who are all ready to learn. As his method for getting students ready to learn, he offers self-paced, programmed, systems approaches such as the Keller plan. He outlines one such plan and then suggests that the lecturer comes on the scene only after basic training is complete; students, then, are precertified for lectures by programmed training. Mellon prefers the system where students learn (or do not learn) from a random selection of human teachers.

Meredith, Gerald M. and Todd H. Ogasawara. "Lecture Size and Students' Ratings of Instructional Effectiveness." Perceptual and Motor Skills, 52 (1981), 353-354.

The major concern of this study was to examine the effect of lecture size on instructional effectiveness. "Seminar" sized groups were compared with moderately small lectures on a number of evaluative test variables. The three items which favored the seminar-size class (25 students or fewer) over the moderately small lecture classes (26-50 students) were: (1) "members of the class know each other well, (2) the instructor encouraged discussions among students as opposed to discussion between students and instructor, and (3) instructor encouraged active participation by students during the course of the lecture." (354) The authors suggest that there is a "complex set of relationships between educational goals, teaching method, class size, architectural context, and cost factors." (354)

Milton, Ohmer, et al. On College Teaching. San Francisco: Jossey-Bass Publishers, 1978.

John Satterfield wrote Chapter 2, "Lecturing" (pp. 34-61). In this chapter, the author's goal is to offer suggestions that will at least improve some lectures. He feels it has no purpose but to communicate memorably and well. He covers content and context, delivery and style, and form. Although this is an interesting, rather erudite, essay, do not look to it for a pragmatic approach to successful lecturing.

Moyer, Charles R. "Discussions and Lectures: Authority and Autonomy." The Journal of General Education, 20 (1968), 109-18.

Moyer presents a carefully orchestrated comparison and contrast of the methods of lecturing and discussion. His concern, essentially, is to point out that student autonomy and creativity may be better served in the discussion group than in the lecture hall, but we have no a priori reason, nor empirical evidence, for assuming this fact to be true. A good lecturer, he contends, can present a point of view, develop it, maintain it, and allow students to judge it. Students, Moyer believes, need to see a lecturer thinking on his feet, ordering his information, developing his ideas, exploring his insights, and relating his point of view to others. But if it is to be done, let it be done well.

Napell, Sondra M. "Updating the Lecture." Journal of Teacher Education, 29 (1978), 53-6.

Napell begins by outlining three misconceptions that underlie the reasons that so many teachers choose to lecture: 1) teaching is telling and listening is learning, 2) content is the prime, if not the sole, ingredient of a good lecture, and 3) the lecture is a most efficient and practical method of transmitting information. Napell then offers modifications of the format which permit learners to communicate their needs and understandings in such a way that learning becomes a reciprocal, on-going process. Her suggestions cover lecture structure, modification, and timing. Time must be allowed for student feedback. She also discusses programmed instructions, query-directed learning, and the value of small study groups. Teachers concerned with learning will use as many techniques, materials, and formats as possible to provide experience wherein students can become active participants in their own learning.

Osterman, Dean N. and Betty Coffey, A New Teaching Approach: The Feedback Lecture. February, 1980. 60 pp. ERIC Document 190 121.

This paper begins with a definition of the lecture method. This is followed by a list of uses and an indication of the lecture's strengths and weaknesses. They describe--ever so briefly--the feedback lecture, and then discuss how to create this approach. The feedback approach is based on Guided Design--a teaching approach providing small-group discussion, problem-solving activities related to real-world situations, and increased motivation and subject matter retention. It reshapes the traditional approach by having students, working in small groups, attack open-ended problems rather than masses of cold information. The feedback lecture is divided into organized units. After each unit a feedback activity is run which allows instructor and students to determine inferences for the teaching/learning process. The authors supply readers with a limited number of feedback activity suggestions.

Perry, Raymond P., Philip C. Abrami, and Les Leventhal. "Educational Seduction: The Effects of Instructor Expressiveness and Lecture Content on Student Rating and Achievement." Journal of Educational Psychology, 71 (1979), 107-116.

High and low instructor expressiveness, lecture content, student incentive, and opportunity for study were manipulated to form a 2 x 2 x 2 x 2 x 2 x 2 factorial design. The subjects were tested on a 30-item multiple choice test, emphasizing factual knowledge and comprehension based on information from the lecture. From the analysis, the researchers found an expressiveness by content by measures interaction which, when further analyzed, differed from Ware and Williams' earlier study (1975) that suggested "content does not affect ratings and achievement similarly for highly expressive instructors." (115) The authors then go on to delimit their study, noting that their dependent variable may not be sensitive enough to detect learning, and other problems with the study.

Pettibone, Timothy J. and David W. Martin. "Effects of Lecture Pace on Noise Level in a University Classroom." The Journal of Educational Research, 67 (1973), 73-75.

Student-generated noise was examined in relationship to the pace of the lecture. Slow, moderate, and fast paces were manipulated along with days of the week (Monday and Wednesday). General classroom noise was measured by an electronic processor fed by microphones placed in the classroom. The authors think the data from the study shows strong evidence for a relationship between lecture pace-classroom noise. Both the fast and slow paced lecture produced a significantly higher level of noise than the moderately paced lecture. The authors offer the following possible explanation: "A slow pace may have bored students to the point of generating their own communications; a fast paced lecture may have lost students who then generated noise through their non-attention; while a moderate pace may have maximized student attention, thus minimizing student generated noise." (75)

Rickman, H. P. "Rhetoric and Hermeneutics." Philosophy and Rhetoric, 14 (1981), 100-111.

In this article, the author argues that the principles derived from the disciplines of rhetoric and hermeneutics can be applied to lecturing. One principle is "unity of approach," which says that all the different aspects of a lecture (i.e., style, examples, and tone) should converge and support each other. The author notes that the need for unity must be tempered by the need for variety. The second major principle is "unity of subject matter," which emphasizes the need for a single main theme, with supporting arguments and conclusion. The third major priciple is that the lecturer must thoroughly understand his or her audience. The lecturer must know the audience's ability to follow argument, understand specialized vocabulary, know what will hold their attention, etc. The forth principle is that the lecturer must realize

the proper aim of the lecture: "The purpose of the lecture is not self-display, yet the lecture is a form of self-display." (105)

Rippetoe, Joesph K. and George R. Peters. "Introductory Courses and the Teaching Assistant." Improving College and University Teaching, 27 (1979), 20-24.

Rippetoe and Peters begin by suggesting (based on a recent study) that student appraisal of the quality of a professor's lectures vary consistently with their reactions to discussion sections. This study raises the question: does the graduate teaching assistant influence reactions to introductory sociology? Results indicated that the effects of teaching assistants upon overall assessment of the course were minimal.

Robbins, Jane (ed.). "The Visible College." Journal of Education for Librarianship, 19 (1978), 234-39.

In this brief essay contributed by Charles L. Bernier (revised by Jane Robbins), the author condemns the lecture method as unjustified. The author raises more than a dozen objections. He feels that the reasons for the popularity of the lecture are obvious but unjustified. In a rather brief section (as compared with the section on attack), he offers alternatives to the lecture. He discusses the buzz session and Circle of Friends and then lists other interactive-teaching techniques. Failure of lectures come, the author contends, at least in part from control by the instructor. He feels it is time for administrators and educators to bury the lecture method.

Smith, Sandra L. and Lou Ann Harris. Developing and Presenting Effective Lectures: A Management Guide for a Self-Instructional Module. 1981. 12 pp. ERIC Document 211 531.

The authors provide a management guide to a self-instructional module that enables instructors to select, organize, and present the content of a course while making the best use of available resources and presentation methods. This guide offers objectives, provides materials, lists a sequence of activities, refers to additional audiovisual materials, and supplies an evaluation form.

Smithers, Alan. "What do Students Expect of Lectures?" Universities Quarterly, 24 (1970), 330-35.

Smithers mentions many of the variables that should be demonstrated by the ideal lecturer such as knowledge of subject, being able to expound on it lucidly, revealing an obvious structure, placing it in a appropriate context,

being
and approachable as a lecturer. Beyond these items, he suggests there are differences in emphasis, and these differences, he contends, are partially a result of student personalities: neurotic-introvert, neurotic-extrovert, stable-introvert, or stable-extrovert. Based on his study, Smithers concludes that students' conceptions of the ideal lecturer vary with personality, although the differences are few and slight. On the whole, he says, students of different personality types tend to hold rather similar standards for lecturer behavior.

Stanton, H. E. "Small Group Teaching in the Lecture Situation." Improving College and University Teaching, 26 (1978), 69-70.

Stanton outlines W. F. Hill's structured discussion method, then provides A. Northedge's alternative way of facilitating productive group discussion. Northedge suggests a structure based on sub-grouping which requires five minutes of individual work, ten minutes of work in pairs, twenty minutes of small group work (4-6 members), and fifteen minutes for reporting back to the whole group. Stanton then applies Northedge's approach to the lecture situation to provide a variant from the 50-minute monologue which so often characterizes lecture sessions. The approach gives students structure to guide their notetaking, encourages two-way interaction between lecturer and students, and causes lecturers to limit the key points they treat in lecture. Stanton contends that the most common reason for poor lecturing is the attempt to cover too much material.

Stine, Leo C. "Our Materials and Our Methods." Improving College and University Teaching, 16 (1968), 96-98.

In making his case that the major emphasis of our continued study of good teaching cannot be upon the process, Stine first assumes that teaching is more than communication of ideas--that good teaching must have some impact on student understanding and maybe behavior.. The dichotomy between teaching and research, Stine contends, arises largely out of our tendency to equate teaching with lecturing and to put research at the other end of the learning continuum. The result of this emphasis upon learning, he continues, has been that both good teaching and effective preparation for research have been neglected. Stine concludes his article saying that there is something much more profound to good teaching then the style of the professor. Although he suggests a few alternative methods, he ends by saying that professors must seek and find their own methods.

Thiagarajan, Sivasailam. "Games for Unlecturing." Educational Technology, 18 (1978), 44-45.

Thiagarajan calls the games he discusses unlecture games because they attempt to retain the strengths of the lecture format while replacing its

passive nature. Unlecture games are frame games because they easily accomodate new instructional content. They also have flexible formats that can be adjusted to suit the constraints and resources of different instructional settings. In addition, they are blatantly instructional and reward achievement of specific cognitive objectives. Finally, he says, they require players to pay careful attention to the content presented before and during the play of the game. In this article, Thiagarajan presents an abridged version of an unlecture game that illustrates these features. They cause teachers to temporarily relinguish their front-and-center positions in the classroom, but they do not cause a complete loss of instructional control.

Thomas, Norman F. "The Lecture Is Obsolete." Improving College and University Teaching, 16 (1968), 4-5.

Thomas' main thesis in this brief article is that lecturing either ought to be good or ought to be obsolete. He suggests that it inhibits two-way discussion, is less efficient than reading, and is sometimes converted to anecdotalized recreation. Bad, unchallenging lectures inhibit learning. Thomas reserves his final paragraph for hints for improvement: study halls for reading (lectures for interpretation), programed instructions, increased essay writing, daily tests, and oral questions. Not much in this essay of substance.

Thompson, Ralph. "Legitimate Lecturing." Improving College and University Teaching, 22 (1974), 163-64.

The lecture is most effective when used for inspiration and motivation, the demonstration of certain models, and the immediate clarification of matters confusing to learners. A live lecturer who is responsive to the outward manifestations of interest and excitement, can launch a class on new adventures in learning, move students off dead center when they are reaching learning plateaus, or overcome war weariness. Lecturers need to be a model to demonstrate to students how they may engage in the cognitive processes necessary to study in a discipline. Students, Thompson contends, need to learn how to question. To promote effective listening, lecturers must demonstrate sympathy for the learner, comprehension of his difficulty, and willingness to help him. A properly planned distribution of lectures, discussion, audio-visual instruction, and independent study and research will lead to fewer lectures and more use of other devices.

Titus, Charles. "The Uses of the Lecture." Clearing House, 48 (1974, 383-84.

Titus provides suggestions to help make the lecturing technique successful when it is used. He lists: using strong organization, sticking to a limited number of concepts, limiting the time, using humor, avoiding tangents, watching your language, being heard, and listening to yourself. He puts the

lecture into proper perspective and suggests that it not be eliminated from our list of teaching tools.

Van Damme, Jan and Chris Masui. Locus of Control and Other Student Characteristics in Interaction with the Personalized System of Instruction versus Lectures. Report No. 20. April 7-11, 1980. 32 pp. ERIC Document 189 145.

This research examined interactions between internal and external locus of control and other student characteristics, and lectures and two variants of the Personalized System of Instruction. The three treatments varied in degree of study guidance. The study indicated that the more guidance the better the achievement of the externals compared with the internals. This study also indicated that one of the causes of the inconsistency in research on the interaction between locus of control and academic achievement may depend on the treatment applied.

Voth, Robert. "On Lecturing." The Social Studies, 66 (1975), 247-48.

Professional articles critical of lecturing, Voth contends, focus on such secondary attributes as supposed impersonality, uniformity, and inactivity rather than on the primary question of whether students learn from listening to lectures. Voth then raises the question, "Is lecturing successful in comparison to other teaching modes?" He provides the answer by citing the conclusion of a study completed by Robert Dubin and Thomas Tavaggia who analyzed the data from 91 previous surveys (covering four decades of research) of comparative teaching methods, and concluded "There are no differences that amount to anything." Lecturing, Voth summarizes, is as effective as any other method. It is the design, not the method, that encourages the charge that "students only give back what is given to them." (248)

Weaver, II, Richard L. "Effective Lecturing Techniques." Clearing House, 55 (1981), 20-23.

Weaver suggests that lecturing is difficult. Many lecturers fail because they lack passion. If you want to be an inspirational teacher, use the AIDA formula: "A" stands for attention; "I" for interest; "D" for desire; and "A" for action. Weaver then offers specific, practical ideas within each of the categories for making lecturing successful. This is a strong, impassioned article, that makes a case for bringing, or restoring, a sense of passion to teaching.

Weaver, II, Richard L. "Positive Qualities of the Large-Group Lecturer." Focus on Learning, 8 (1982), 10-13.

Undergraduate students, graduate teaching assistants, and faculty were surveyed to discover what each group thought were the most important qualities of a large-group lecturer. The results were then tabulated by group and compared with each other. The students' top six items in order were (11): (1) knows topic well and explains it understandably, (2) organization, (3) captures and holds attention, (4) interesting lecture material, (5) competency, and (6) enthusiasm. The students' priorities were largely the same as the faculty members with one major exception: "sense of humor" was ranked much higher by the undergraduate students (seventh) than by either the teaching assistants (ninth) or the faculty (thirteenth).

Weaver, II, Richard L. "The Small Group: Teaching Technique for Large Classes." Educational Forum, (in press).

The format for using the small group technique in large classes is outlined, several methods for using the format are offered, and the benefits are described. Weaver discusses the following possible uses: (1) illustrating reading material, (2) developing new ideas or models, (3) developing or extending lecture material, (4) solving problems, and (5) examining students. His position is that learning is best achieved when students are vitally interested. He cites as benefits to this method, over the lecture method, that participants become more involved and more sensitive, interaction skills are developed and polished, and a useful kind of thinking is prompted.

Weiland, Andrea and Steven J. Kinksbury. "Immediate and Delayed Recall of Lecture Material as a Function of Note Taking." The Journal of Educational Reserach, 72 (1979), 228-230.

Fifty-five members of a course in child psychopathology were instructed to either take notes of a lecture or not to take notes. Two tests were administered, one immediately following the lecture, the other ten days later. The results indicate that the act of note taking facilitates both immediate and delayed recall of the lecture material.

West, Charles K. "The Modified Lecture: A Useful Technique for the Teacher." Clearing House, 42 (1968), 142-44.

West's "modified lecture" induces (1) organization, (2) student involvement and practice, and reduces (3) inhibitions. He provides a rationale for his approach and provides practical suggestions. To gain student involvement in the lecture, West suggests pauses after very brief presentations during which students state the material in written form, then the statement is

checked. After a full presentation--full of such pauses--students summarize in writing and orally. Oral summaries can be done in small groups. West's contention is that students do not know the material until they can restate it accurately. On the other side of this coin, he feels teachers must be cognizant of the inhibitory nature of materials presented one closely following the other.

Whooley, John. "Improving the Lecture." Improving College and University Teaching, 22 (1974), 183-85.

If you use the lecture-method of instruction, when was the last time you evaluated your use of the method? The purpose of Whooley's analysis of the lecture is neither to condemn nor condone it. The lecture method, he contends, is used by teachers to achieve a variety of purposes, but maximal achievement of such purposes necessitates effective use of the method. To facilitate the evaluation process, Whooley raises more than twenty-five questions; excellent questions lecturers need to pursue.

Wieneke, Chris. The First Lecture: Impact on and Implications for Students Who are New to the University. TERC Research and Development Paper No. 54. August 1978. 33 pp. ERIC Document 175 336.

This report presents an analysis and discussion of observations carried out on 27 different "first lecture situations" at the University of New South Wales. The aim of the study is to provide university teachers with a range of data about what occurred during the first lecture and to highlight the potential impact of this occasion on students who are in the first year of their courses. Perhaps the most valuable portion of the study is Wieneke's "Checklist of Questions to Consider in Preparing the First Lecture" (p. 32)--a useful series of questions.

Williams, Reed G. and John E. Ware, Jr. "An Extended Visit with Dr. Fox: Validity of Student Satisfaction with Instruction Ratings After Repeated Exposures to a Lecturer." American Educational Research Journal, 14 (1977), 449-457.

This study uses the Dr. Fox Effect (Erving Goffman's hypothesis that expressive may influence an audience as much or more than the content of a lecture, p. 455) to assess its impact on students' rating of a lecture when exposed to more than one delivered lecture. The variables of the study included high and low expressive lectures, content coverage, and student achievement. They found that the "correspondence between student ratings of high expressive lectures and both content coverage and student achievement does not improve after viewing a lecturer's second presentation." (456) This study suggests the possibility that the Dr. Fox Effect continues throughout a series of lectures to be a potent variable in students' ratings.